

2005-06 School Report Card - Sherwood Middle School

Sherwood Middle School (02710305)

Daniel W Costello, Principal

Mailing Address: Sherwood Avenue

Shrewsbury, MA 01545

Phone: (508) 841-8670

FAX: (508) 841-8671

Website: <http://www.shrewsbury-ma.gov/schools/index.asp>

Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

Our middle school is designed to meet the needs of students who are making the transition from childhood to adolescence. The educational process emphasizes experiences that foster growth toward becoming independent learners, for acquiring self-direction and motivation, and for continuing the development of basic educational skills and applying them to new areas of study.

Enrollment - 2005-06			
	School	District	State
Total Count	963	5,873	972,371
Race/Ethnicity (%)			
African American	1.6	1.7	8.3
Asian	11.9	12.0	4.6
Hispanic	3.4	4.0	12.9
Native American	0.0	0.1	0.3
White	81.6	81.0	72.4
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Ethnic	1.5	1.2	1.4
Gender (%)			
Male	53.1	50.1	51.4
Female	46.9	49.9	48.6
Selected Populations (%)			
Limited English Proficiency	0.7	2.2	5.3
Low-income	8.0	7.5	28.2
Special Education	15.6	15.0	16.5
First Language Not English	9.7	10.6	14.3
Migrant	0.0	0.0	0.1

Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	69	380	73,593
% of Teachers Licensed in Teaching Assignment	99.3	96.9	94.4
Total # of Teachers in Core Academic Areas	61	333	62,301
% of Core Academic Teachers Identified as Highly Qualified	99.5	97.7	93.7
Student/Teacher Ratio	14.1 to 1	15.5 to 1	13.2 to 1

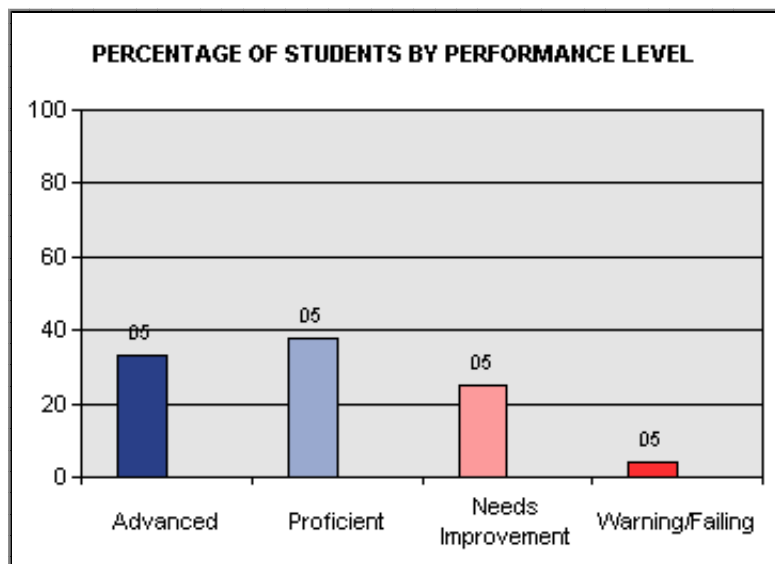
Web Resources	
Massachusetts Department of Education: http://www.doe.mass.edu/	
School and District Profiles: http://profiles.doe.mass.edu/?orgcode=02710305	
Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIVmid/	
Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/	

Grades Offered:	05, 06
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GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY

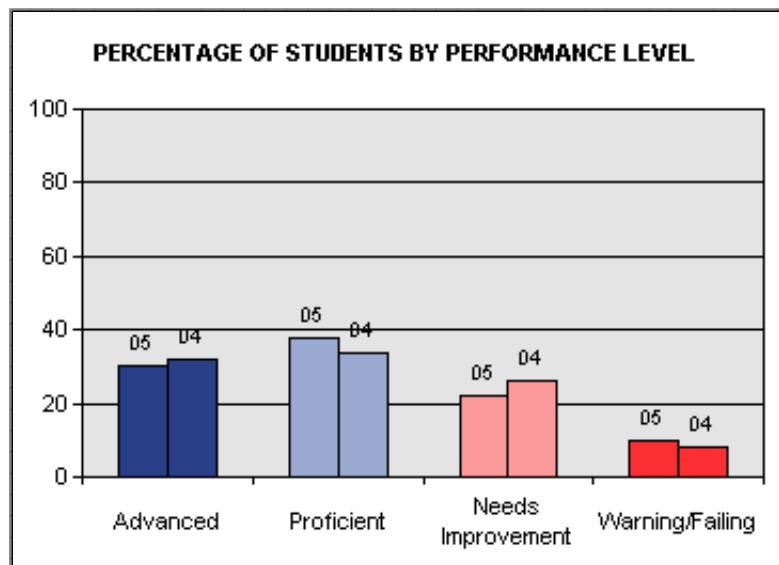
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	394	84	38	42	20	1
DISABLED	70	15	7	19	53	21
LIMITED ENGLISH PROFICIENT	3	1	-	-	-	-
GENDER						
FEMALE	214	46	33	41	23	3
MALE	253	54	33	36	26	5
RACE/ETHNICITY						
AFRICAN-AMERICAN	5	1	-	-	-	-
ASIAN OR PACIFIC ISLANDER	61	13	41	36	18	5
HISPANIC	9	2	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	392	84	32	39	26	4
LOW INCOME	47	10	15	34	38	13
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
ALL STUDENT						
2005	467	100	33	38	25	4
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 6 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	399	81	35	42	19	3
DISABLED	89	18	4	18	34	44
LIMITED ENGLISH PROFICIENT	3	1	-	-	-	-
GENDER						
FEMALE	259	53	26	43	22	9
MALE	232	47	34	32	22	12
RACE/ETHNICITY						
AFRICAN-AMERICAN	10	2	20	20	50	10
ASIAN OR PACIFIC ISLANDER	51	10	51	35	14	0
HISPANIC	21	4	19	33	43	5
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	408	83	28	39	21	12
LOW INCOME	39	8	18	23	36	23
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	74789	100	17	29	30	23
2004	76661	100	17	25	32	25
ALL STUDENT						
2005	491	100	30	38	22	10
2004	431	100	32	34	26	8
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	0	-	-	-	-	-	-	-	-	-	-	-	-
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	0	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	0	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	491	491	100	Yes	485	84.4	Yes	1.2	Yes	96.7	0.4	Yes	Yes
Lim. English Prof.	12	12	-	-	11	-	-	-	-	-	-	-	-
Spec. Ed.	85	85	100	Yes	85	54.1	No	-2.2	No	96.2	1.2	Yes	No
Low Income	39	39	-	-	39	70.5	-	-	-	95.2	0	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	51	51	100	Yes	48	95.3	Yes	2.4	Yes	97.7	-0.1	Yes	Yes
Hispanic	21	21	-	-	21	82.1	-	-	-	95.0	-0.6	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	408	408	100	Yes	405	83.6	Yes	0.2	Yes	96.6	0.4	Yes	Yes

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	N/A	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	N/A	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only
	All subgroups	N/A	N/A	N/A	N/A	Yes	No	No	

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2005.

Race/Ethnicity:

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American. A person having origins in any of the black racial groups of Africa.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Multi-racial. A person selecting more than one racial category and non-Hispanic.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students who have an Individualized Education Plan (IEP).

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Educator Quality - Educator information is as of October 1, 2005.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results - Spring 2005 Results

Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Student Subgroup Definitions

Regular - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

Students with Disabilities - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficient, Race/Ethnicity, Low income, Migrant - See definitions under Enrollment.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu>

www.doe.mass.edu/sda/ayp/cycleIVmid/.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review